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ABSTRACT

The Informal Reading Inventories included in this booklet are designed to determine the independent, instructional, and frustration levels of a student. An inventory may be used as a quick means of determining the reading levels for a new student, as a means of determining reading groups, and as a simple diagnostic tool for determining deficient skill areas. The booklet contains the following four sets of reading inventories: two for reading in readers published by Scott Foresman and Company and by Lyons-Carnahan, one for science reading, and one for mathematics reading. All inventories are prepared and arranged according to reading level. (Al)

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INFORMAL READING INVENTORIES: useful classroom tools

The Office of the
Superintendent of
Public Instruction
State of Illinois
Michael J. Bakalis
Superintendent

CS001 897

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GENERAL INFORMATION

DEFINITION:

An Informal Reading Inventory (IRI) is a teacher-made device to determine the independent, instructional and frustration levels of a student.

USES:

1. A quick access of reading levels for a new student.
2. A tool for determining groups.
3. A simple diagnostic tool for determining deficient skill areas.

CONSTRUCTION:

Using a basal series of readers, the teacher should choose passages in each book of approximately 100 words from one of the beginning stories. Each passage should begin and end with a complete sentence. These passages should be typed on a separate sheet for the child's use. For each passage, comprehension questions should be developed. These questions, ranging from 4 to 6 in number, should be factual, inferential, vocabulary, and evaluative in nature.

HOW TO ADMINISTER:

The teacher should work with each child individually for this testing. Two methods may be used for determining the starting place; start two grade levels below actual grade placement or the grade placement determined by a commercial graded word list. Once a beginning point has been established, the child is asked to read the passage orally answering the questions after completion of the passage. The teacher may use two methods of recording errors; errors may be recorded while the child reads or the reading may be recorded on tape for later evaluation.

Recorded errors are mispronounced, aided (those which are pronounced for him), omitted, substituted, and inserted words. Errors which are not recorded but should be noted are frequent repetitions, finger pointing and line difficulty.

The following graph will determine the three reading levels for each student.

Level	Word Recognition	Comprehension
Independent	98-100%	90-100%
Instructional	95-97%	75-89%
Frustration	below 94%	below 75%

In some cases, the percent in word recognition will differ greatly from that of comprehension. In these cases, the **comprehension percentage** will determine the level.

INFORMAL READING INVENTORY
(BASED ON SCOTT-FORESMAN SERIES)

Name _____ Grade _____ Age _____

School _____ Teacher _____ Sex _____

Examiner _____ Date _____

Child is currently being instructed at this level _____

Suggested Instructional Level _____

TYPES OF ERRORS	NO.
1. Aid	
2. Gross Mispronunciation	
3. Partial Mispronunciation	
4. Omission	
5. Insertion	
6. Substitution	
7. Repetition	
8. Inversion	

OBSERVATIONS (Check statement and circle each part)

_____	Word-by work reading	_____	Fluent reading
_____	Poor phrasing	_____	Good phrasing
_____	Lack of expression	_____	Good expression
_____	Monotonous tone	_____	Natural pitch
_____	Pitch too high or low; voice too loud, too soft, or strained	_____	Good enunciation
_____	Poor enunciation	_____	Little work analysis
_____	Disregard of punctuation	_____	Head movement
_____	Overuse of phonics	_____	Finger pointing
_____	Unawareness of errors	_____	Loss of place

INFORMAL READING INVENTORY -- Second Reader

(Passage selected from Robinson-Monroe-Artley, **Friends Old and New**

"Fun for the Painter" pp. 51-56. Scott Foresman and Company, 1963)

Orientation: The Painter came to Mr. Green's house. The children helped him. They did not paint. Let's see what did they do to help him.

Read Orally: "Fun for the Painter" pp. 51-56. Stop at the end of page 53 please.

FUN FOR THE PAINTER

Jack Green said, "Look father the painter is here." p. 51

"Good!" said Jack's father. "Mr. Hill has come to

paint our house. I'll go and show him just which

color to make it." 32

Mr. Green began to talk to Mr. Hill about the

color of the paint. "May I stay out here and watch

the painter work?" asked Jack. Mr. Green said, "Yes,

if you'll stay out of Mr. Hill's way. 70

I have to go downtown now, I want to buy some

things for the car. I may have to go to more than one

store. But I'll be back late this morning." 102 p. 52

Jack sat down to watch the painting. Swish, swish

went the yellow paint on one side of the house. Soon

Bunny Green came outside with a book in her hands. 132

"This is a funny story, Jack," she said. "Let me

read it to you. You'll like it." Bunny began to read.

When she stopped, the painter said, "My, my! What

a funny story!" 165 p. 53

Comprehension Check:

_____ 1. What did Mr. Hill and Mr. Green talk about before the work began? (What color to paint the house.) (Main idea)

_____ 2. Why do you suppose Mr. Green said Jack could watch "if"? (To keep Jack from getting in Mr. Hill's way)

_____ 3. Where did Mr. Green have to go? (To town) (detail)

_____ 4. Why did Bunny want to read her story to Jack? (Because it was funny) (Inference)

_____ 5. Bunny read her story to Jack. Why did the painter say "What a funny story!" (He overheard -- she read it aloud) (Drawing a conclusion)

165 Words

% Word Recognition _____

% Comprehension _____

INFORMAL READING INVENTORY -- Third Reader

(Passage selected from Robinson-Monroe-Artley, **Roads to Follow**

"Bike for Sale" pp. 9-10. Scott Foresman and Company, 1964)

Orientation: Have you ever tried to sell something? Was it easy to find a buyer? In our story a boy wanted to sell his bike. Read the story to find out why he wanted to sell his bike.

BIKE FOR SALE

Bill had been happy enough with his old bike until p. 9
his two best friends got new ones. Then his bike seemed
no good at all. 25

Pete and Dick raced all over Hilltown on their
bright new bikes. They kept blowing their noisy new
horns so that people would look at them. Bill's bike
was smaller than the new ones. There was hardly any
paint left on it. The horn wouldn't work, and the
wheels made squeaky noises. 77

"I wish I didn't have this bike," thought Bill, "Maybe
then I could get a new one."

When Bill came riding home, his father was sitting p. 10
on the porch steps. 107

Bill said, "Dad, if I can get someone to buy this
old bike, may I have a better one? We could use the
money from the old bike to help buy a better one
for me." 143

Mr. Hunt looked at the bike and smiled "If you
can get anyone to buy that old bike, we might buy a
new one for you," he said.

Bill got some boards and nails and paint. He made a wooden sign and put it up in the front yard.

BIKE FOR SALE HERE

BUZZ THE BELL AND ASK FOR BILL 203

Comprehension Check:

_____ 1. What was Bill's reason for selling the bike? (His friends had new bikes) (Motivation)

_____ 2. How did Bill feel about his friends' bikes? (Sad or unhappy or envious) (Inference)

_____ 3. Why were the new bikes better than Bill's? (Paint, horn, size, no squeaks) (Making comparison)

_____ 4. Do you think Bill may have a hard time selling his bike? (Yes) (Drawing a conclusion)

_____ 5. What materials did Bill use to make the sign? (Board, nails, paint) (Detail)

203 Words

% Word Recognition _____

% Comprehension _____

INFORMAL READING INVENTORY -- Fourth Reader

(Passage selected from Robinson-Artley-Jenkins-Monroe-Huck, Weintraub, **Ventures** "Henry and Ribs" pp. 9-10. Scott Foresman and Company, 1965)

Orientation: (Looking at the picture) How do you suppose Henry feels as he is sitting on the curb? Does anything seem to be happening? Klickitat Street is a quiet street even on Wednesday, when he has something special to do. Let's read the story to find out why today won't be like any other Wednesday. (Teacher should read first paragraph of story to child. p. 9)

Read Orally: "Henry and Ribs" pp. 9-10. Stop at the end of page 10.

HENRY AND RIBS

But nothing very interesting ever happened to p. 9
Henry, at least not until one Wednesday afternoon in
March. Every Wednesday after school Henry rode
downtown on the bus to go swimming at the YMCA.
After he swam for an hour, he got on the bus again
and rode home just in time for dinner. It was fun,
but not really exciting. 60

When Henry left the YMCA this particular Wednesday, he stopped to watch a man tear down a circus poster. Then, with three dimes and one nickel in his pocket, he went to the corner drugstore to buy a chocolate ice cream cone, get on the bus, drop his dime in the slot, and ride home. 124

That is not what happened.

He bought the ice cream cone and paid for it with one of his dimes. On his way out of the drugstore he stopped to look at funny books. It was a free look, because he had only two dimes left. 170

He stood there licking his chocolate ice cream cone and reading one of the funny books when he heard a

thump, thump, thump. Henry turned, and there behind him was a dog. The dog was scratching himself. He wasn't any special kind of dog. He was too small to be a big dog, but, on the other hand, he was much too big to be a little dog. He wasn't a white dog, because parts of him were brown and other parts were black and in between there were yellowish patches. His ears stood up, and his tail was long and thin.

The dog was hungry, When Henry licked, he licked. When Henry swallowed, he swallowed. 286

Comprehension Check:

_____ 1. Why was this Wednesday different than other Wednesdays for Henry? (met a dog) (Motivation)

_____ 2. How much money did Henry have? (three dimes and a nickel) (Detail)

_____ 3. What did Henry do when he left the YMCA? (Watched man tear down poster, bought ice cream, looked at comic books and met a dog) (Sequence)

_____ 4. Why didn't Henry buy some comic books? (not enough money left then for bus fare home) (Drawing conclusions)

_____ 5. How did Henry feel when he met Ribs? (happy, scared, puzzled) (Inference)

286 Words

% Word Recognition _____

% Comprehension _____

INFORMAL READING INVENTORY -- Fourth Reader

(Passage selected from Robinson-Monroe-Artley, **Ventures**

"Gallons of Guppies" pp. 197-199. Scott Foresman and Company, 1965)

Orientation: SPECIAL OFFER - 1 Pair of Guppies - Fish Bowl - 1 Snail - Aquatic Plant - Package of Fish Food - All for 79 cents

GALLONS OF GUPPIES

"Jeepers!" said Henry. "All that for seventy-nine p. 198
cents!" He looked at the fish in the bowls. Each bowl
held one plain silvery gray fish almost two inches long
and one smaller fish with all colors of the rainbow.
"That really is a bargain!" 45

"It certainly is," agreed Mr. Pennycuff. "Shall I
wrap up a pair for you?" 59

Henry felt around in his pocket, the silver dollar
his grandfather had given him was still there. He
watched the little rainbow fish chase the silvery fish
and decided he had to have a pair of guppies. After
all, it was his very own money he was spending. He
would keep them on his dresser in his room. They
would just stay in his room and swim quietly around
in their bowl. He didn't see how his mother could
object to two quiet little fish that didn't bark or
track in mud or anything. 153

"I'll take a pair," Henry told Mr. Pennycuff.
Henry watched him fasten waxed paper around the
top of the bowl with a rubber band and put the bowl p. 199
into a bag. 184

"Now be sure to put the bowl near a heater in cold weather so the fish won't get chilled. When they get chilled, they catch a disease and become covered with tiny white spots." 218

"Golly," said Henry. Maybe there was more to keeping guppies than he thought. 231

"Oh, don't worry," said Mr. Pennycuff. "They can stand water down to sixty degrees. If it were that cold in the house, you'd have the heat on." 268

That sounded easy. "How often do I change the water?" asked Henry. 280

"You shouldn't have to change the water. The snail helps keep it clean. Just give the fish a tiny pinch of food once a day. It's only when the fish don't eat all their food, or when you have too many fish in a bowl that the water gets dirty." Mr. Pennycuff gave Henry his change. 336

"I didn't know that," said Henry. "I'm glad you told me." 347

p. 199

p. 199

Comprehension Check:

_____ 1. Why did Henry think he had a bargain? (got a fish bowl, snail, plants, all for 79¢) (everything you need for fish)

_____ 2. Why was the snail included in the bargain?

_____ 3. Where did Henry get the money to buy fish? (from his grandfather)

_____ _____ 4. Why would his mother like the fish? (did not bark, track in mud or anything)

_____ 5. What did Henry do to care for his fish? (feed, keep warm, possible change water)

347 Words

% Word Recognition _____

% Comprehension _____

INFORMAL READING INVENTORY -- Fifth Reader

(Passage selected from Robinson-Monroe-Artley, **Vistas**

"Windjammer William" pp. 16-17. Scott, Foresman and Company, 1963)

Orientation: Use title, illustration and first sentence on page 16 to introduce story. After child reads first sentence ask,

"Does the picture give any clue as to why William stands out in a crowd?"

"Why do you suppose he is hanging upside down and holding a load of bricks?"

WINDJAMMER WILLIAM

William is the sort of boy who stands out in a crowd. p. 16
Not because he's handsome or tall or even terribly
clever. It's more because of the way he slams doors
and bumps into people and falls over things. If
William is there, you know it right away because
there's always confusion around. 53

In spite of the fact that he can't walk across a small
room without tripping over something like a paper
clip, William is one of the nicest boys in our school.
Everybody likes him, even the girls. 91
Just being a nice fellow isn't enough for William,
though. He always wants to be something he isn't.

When he was eight years old, he wanted to be a
basketball player. So he began doing stretching
exercises to make himself taller. After about six months,
William had grown only half an inch. So, he decided to
be a jockey. When somebody said he was too tall for
that, he began taking boiling hot baths, hoping he
would shrink the way his wool socks did. 128

Of all things William wasn't, musical was what he was least of all. Choir leaders used to go up to him and suggest that he turn the music pages or read a book or something like that. Even at hootenannies people were careful not to stand beside William. He not only couldn't carry a tune, but he made so much noise that nobody else could either.

When William told me that he was going to join the school orchestra, I just stared at him.

"You must be kidding," I said.

Comprehension Check:

_____ 1. What kind of a boy was William? (one who stands out in a crowd)

_____ 2. What did William want to be when he grew up? (basketball player, jockey)

_____ 3. What did he do to become a basketball player? (stretching exercises to make himself taller)

_____ 4. What did he do to become a jockey? (took boiling hot baths hoping he would shrink)

_____ 5. Do you think he will achieve success in the school orchestra - Why?

303 Words

% Word Recognition _____

% Comprehension _____

INFORMAL READING INVENTORY -- Fifth Reader

(Passage selected from Monroe-Robinson-Artley-Jenkins-Aaron-Weintraub, **Vistas** "The Fire Bringer" pp. 314-321. Scott, Foresman and Company, 1965)

Orientation: This story is about how man came to possess fire. Let's read to find out how the Indians came to have fire.

Read Orally: "The Fire Bringer" pp. 314-321. Stop at the end of page 321.

THE FIRE BRINGER

Out in the Far West the Indian Basket Woman often told wonder stories to the white boy, Alan, as long as the time allowed, which was never so long as the boy liked to listen. This story of the Fire Bringer gave him great delight. It came more often to his mind when he lay in his bed at night and saw the stars in the windy sky shine through the cabin window. p. 314 72

He heard of it so often and thought of it so much that at last it seemed to him that he had been part of the story itself. He knew that he was Alan, and yet it seemed that he was the boy of the story, who was to be called the Fire Bringer. 126

It seemed that the skin of his body was dark and shining, with straight, black locks cropped at his shoulders, and he wore no clothing but a scrap of deerskin belted with a wisp of bark. He ran free on the mesa and mountain and carried in his hand a cleft stick that had a longish, rounded stone caught in the cleft and held by strips of skin. 194

By this he knew he had waked up into the time of which the Basket Woman had told him, before fire was brought to the tribes, when men and beasts talked together with understanding and the Coyote was the Friend and Counselor of man. They ranged together by wood and open swale, the boy who was to be called the Fire Bringer and the keen gray dog of the wilderness. They saw the tribesmen catching fish in the creeks with their hands, and the women digging roots with sharp stones. This they did in summer and fared very well, but when winter came, they huddled in caves among the rocks and were very miserable.

When the boy saw this, he was very happy and brooded over it until the Coyote noticed it. "It is because my people suffer and have no way to escape the cold," said the boy.

"I do not feel it," said the Coyote.

"That is because of your coat of good fur, which my people have not, except they take it in the chase, and it is hard to come by."

"Let them run about then" said the counselor, "and keep warm."

Comprehension Check:

_____ 1. Why did the boy want fire? (Because his people suffered and had no way to escape the cold)

_____ 2. Who was the Fire Bringer? (Alan, the white boy) (Detail)

_____ 3. What did Fire Bringer and the gray dog see while walking in the woods? (Tribesmen catching fish with their hands, women digging roots with sharp stone) (Sequence)

_____ 4. Why was it the Coyote did not feel the cold? (Because of his coat of good fur) (Outcome)

_____ 5. How did the Counselor tell the boy to keep his people warm? (Let them run about) (Conclusion)

390 Words

% Word Recognition _____

% Comprehension _____

INFORMAL READING INVENTORY -- Sixth Reader

(Passages selected from Monroe-Artley-Kenkins-Aaron-Weintraub, **Cavalcades**

"A Box Full of Troubles" pp. 358-360. Scott, Foresman and Company, 1965)

Orientation: This Greek Myth is about the beginning of life. Let's read to find out the two beliefs of the Ancient Greeks. Teacher read to child the italicized words as an introduction.

Read Orally: page 358

A BOX FULL OF TROUBLES

A long time ago there were no animals nor man in p. 358
the world outside Mount Olympus. Finally Zeus, chief of
the gods, called Prometheus and Epimetheus, two of his
sons, to come to him. "We need animals and men on the
earth," said Zeus. "Go down and create them. When you
have made them, give each some special gift." And Zeus
handed his sons a box filled with good gifts. 70

So Prometheus and Epimetheus went down from
Mount Olympus to the seashore. As they walked together
along the sandy clay and gazed out over the wide ocean,
they decided to mold the new creatures from clay and
water. Epimetheus set to work at once to make animals,
while Prometheus began to model men. Each went about
his work in his usual manner. Epimetheus worked without 134
any plan. Because of this habit he had always been called
Epimetheus, meaning "afterthought." He thought about
things after he had done them. Prometheus, on the other
hand, planned what he would do. His name, Prometheus,
means "forethought" that is, he thought before he acted. 182

Comprehension Check:

_____ 1. How was Zeus related to Epimetheus and Prometheus? (Father) (Detail)

_____ 2. Why were the boys given the names of Epimetheus and Prometheus? (Because of the manner in which they planned their work. Epimetheus planned after he had finished his work. Prometheus planned before he did his work.) (Detail)

_____ 3. Why were Epimetheus and Prometheus sent to earth? (Create animals and men) (Main idea)

_____ 4. What did the Greeks believe was the most important being on earth? (Man)

_____ 5. What is the purpose of myths? (An attempt by ancient people to account for something in nature)

182 Words

% Word Recognition _____

% Comprehension _____

THREE OF US, Pre-Primer 1

Lyons-Carnahan Publishers

STUDENT: DATE: EXAMINER:

Silent (Do not give help on difficult words) **Oral** (Use standard marking procedures)

pp. 36-37 Read to see what Ann and Jane are doing.

Ann can see Jane.	4
Ann wants to play with Jane.	9
Come, Jane.	11
Come and play.	14
Come and play with me.	19
Jane and Ann play.	23
Jane see Skip.	26
Look, Ann.	28
Skip can play.	31
Run, Skip.	33
Run with Ann	36

Questions:

1. What are Jane and Ann doing?
2. Can Skip play, too?
3. What does Skip do with Ann?

pp. 42-43

Billy sees Rex	3
Come, Rex	5
	8
See Jane ride	8
Rex comes to play.	12
Rex looks at Jane.	16
Rex wants to ride.	20
Stop, Jane.	22
See Rex.	24
Rex wants to ride.	28
Rex can ride.	31
Come and ride, Rex.	35

No. Errors: _____

Accuracy (Errors based on mistakes in work recognition. Do not count repetitions, insertion. Go 2-3 levels above first failure)

95% - 2 errors Pass _____

Fail _____

Time: Silent _____ Oral _____

Notes:

PLAY WITH US, Pre-Primer 2

Lyons-Carnahan Publishers

STUDENT: _____ DATE: _____ EXAMINER: _____

Silent (Do not give help on difficult words) **Oral** (Use standard marking procedures)

pp. 50-51 Read to find out what Judy and Ann are doing.

Ann came to play.	4
"Come here, Ann," said Jane.	9
"See me jump."	12
"I like to jump."	16
"Come and jump with me."	21
"Jump, Ann, jump."	24
Ann saw Judy.	27
"Look at Judy," said Ann.	32
"May Judy jump with me?"	37
Jane said, "Judy can not jump."	43
"You can jump."	46

pp. 56-57

Ann saw Billy.	3
Ann ran to Billy.	7
"Come and play," said Ann.	12
"I want to play with you."	18
Bill said, "I can not play."	24
"Go and play with Jane."	29
Ann said, "I want to play here."	36
See me play with the airplane.	42
"Come and play with me, Billy."	48

Questions:

1. What were Ann and Jane doing?
2. Who is Judy?
3. Can she jump?

No. Errors _____

Accuracy (Errors based on mistakes in word recognition. Do not count repetitions, insertions. Go 2-3 levels above first failure).

95% - 2 errors Pass _____

Fail _____

Time: Silent _____ Oral _____

Notes:

MANY SURPRISES, Primer

Lyons-Carnahan Publishers

STUDENT: _____ DATE: _____ EXAMINER: _____

Silent (Do not give help on difficult words)

p. 100 This is a story about Clip-Clop and the Wood. Clip-Clop is the donkey. Read this page to find out what Clip-Clop did.

"Come, Clip-Clop," said the man. "We have work to do. Here is some 13

wood. We will take it to my house." The man had some baskets. He put 28

them on the donkey. Then the man got some wood. He put it into the baskets. 44

"There!" said the man. "We are ready to go. Take the wood to my house." 59

Questions:

1. What did the man want Clip-Clop to do?
2. What did the man do with the baskets. Why?
3. Why did the man say, "We are ready to go?"

Oral (Use standard marking procedures)

p. 101

The little donkey heard what the man 7

said, Clip-Clop did not want to work. 14

He wanted to play with Candy. He did

not want to take wood to the house. 22

He did not like the baskets of wood. 30

The donkey kicked and kicked. He 44

made the wood fall. Out of the baskets 52

it came. Down it went. 57

No. Errors: _____

Accuracy (Errors based on mistakes in word recognition. Do not count repetitions, insertions. Go 2-3 levels above first failure).

95% - 3 errors Pass _____

Fail _____

Time: Silent _____ Oral _____

Notes:

HAPPY TIMES, 1st Reader

Lyons-Carnahan Publishers

STUDENT: _____ DATE: _____ EXAMINER: _____

Silent (Do not give help on difficult words) **Oral** (Use standard marking procedures)

p. 136 This is a story about two little bears who went to visit a new house. Read to find out what happened when Will Long left.

There was a new house near the woods.	8
It was a pretty white house. Many	15
apple trees were near it. A new	22
neighbor lived in the white house.	28
His name was Will Long. One morning	35
Will put apples into a big basket.	42
He put the basket into his car.	49
Then away he went in the car.	56

p. 137

The bears saw the new house. They saw	8
the car go away. They went near the	16
house. One bear saw some white stones.	23
He got a stone in his paws. The other	32
bear was looking into some water. Up	39
went the white stone. Splash it went	47
into the water. It made the brown	54
bear jump.	56

Questions:

1. Where was the house?
2. What was near the house?
3. Who is Will Long? (Where does he live?)
4. What did Will Long do with the apples?
5. What do you think he will do with the apples?

No. Errors: _____

Accuracy (Errors based on mistakes in word recognition. Do not count repetitions, insertions. Go 2-3 levels above first failure)

95% - 3 errors Pass _____

Fail _____

Time: Silent _____ Oral _____

Notes:

DOWN OUR WAY, 2nd Reader

Lyons-Carnahan Publishers

STUDENT: DATE: EXAMINER:

Silent (Do not give help on difficult words) **Oral** (Use standard marking procedures)

p. 134 This is a story about the present Mr. Winters had for Mary. Read to find out what it was.

One morning while Mary was eating 7
breakfast, her father came in. He told her 14
some nice news. 17
He said that a present was waiting for her. 26
"We have some new little pigs down in the pen," he said. "I want you to 42
see them right after breakfast. You can 49
pick the one you like best." 55
"How nice," said Mary, "I am going 62
to have a little pig of my very own. I 72
can hardly wait to see the pigs. Please 80
let me see them right away." 86

Questions:

1. Who told Mary about the surprise?
2. What was it?
3. What was Mary doing?
4. Where were the pigs?

p. 135

Mrs. Winters said Mary did not have to 8
wash dishes that morning. 12
As soon as breakfast was over, 18
Mary ran to the pen. She wanted to 26
see the seven little pigs. 31
Mother pig was asleep. All seven 37
of the pigs were eating. 42
After one pig had penty to eat, 49
it waddled away from its mother. Mary 56
laughed when she saw it walk on its 64
short legs. 66
"All seven of the pigs are nice," 73
she said. "I will take that one. It 81
looks so funny walking around on its 88
short legs." 90

No. Errors _____

Accuracy (Errors based on mistakes in word recognition. Do not count repetitions, insertions. Go 2-3 levels above first failure)

95% - 5 errors Pass _____

Fail _____

Time: Silent _____ Oral _____

Notes:

JUST FOR FUN, 2nd Reader, Level 2

Lyons-Carnahan Publishers

STUDENT: DATE: EXAMINER:

Silent (Do not give help on difficult words) **Oral** (Use standard marking procedures)

pp. 79-80 This is a story about Ann's visit to the farm. Read to find out what one thing was hard for Ann to do.

Alarm Clocks At the Farm. Ann had been invited to visit in the country. Mother took her to the farm. Mother could not stay long, but she was going to leave Ann there for a while.

"I never have been here before," said Ann. "There will be so much to see. I want to see everything. I will have such a good time."

"We are glad that you could come to visit us," said Grandmother. "We would like to have you stay all summer," said Grandmother.

Soon it was time for Ann's mother to go home. As she went to the car she turned to Grandmother. 106

pp. 80-81

"There is one thing that is hard 7
for Ann to do," she said. "Ann does 15
not like to get up in the morning. 23
It takes her a long time to dress. 31
She may not be ready for breakfast on time." 40
"Oh, we have many alarm clocks," 46
said Grandmother. "Ann will get up 52
in time for breakfast." When night 58
came, Ann remembered the alarm clocks 64
"Remember those alarm clocks," she 69
called to Grandfather. "They are ready. 75
You'll hear them," answered Grandfather. 80
As soon as Ann was in her bed, 88
Grandmother turned out the light. 93
"Have a good sleep, my dear," said 100
Grandmother. "You'll hear our alarm 105
clocks early." 107

JUST FOR FUN

Questions:

1. Who took Ann to the farm?
2. Did her mother stay at the farm?
3. Why was Ann excited about visiting the farm?
4. How long did her Grandmother want her to stay?

No. Errors _____

Accuracy (Errors based on mistakes in word recognition. Do not count repetitions, insertions. Go 2-3 levels above first failure)

95% - 5 errors Pass _____

Fail _____

Time: Silent _____ Oral _____

Notes:

STORIES FROM EVERYWHERE, Basic 3rd Reader

Lyons-Carnahan Publishers

STUDENT: DATE: EXAMINER:

Silent (Do not give help on difficult words) **Oral** (Use standard marking procedures)

p. 138 This is a story about a special kind of witch. Read to find out about the witch and what it did.

"The witch is here, but you do not have to hide," said Allen. "There's nothing to be afraid of. The witch won't hurt you. This witch is not a witch at all. He is a man who knows how to build chimneys so that they will not smoke." The chimney witch was a wise little fat man who knew all about chimneys. He knew that if a chimney is not built just right, the fireplace will send out smoke instead of heat.

The chimney witch showed Father and Uncle William what had to be done. They took down the chimney and then they built it right.

Then they soon had a fire burning again. All the smoke went out the chimney. 145

Father gave the witch two bushels of corn. The witch said two bushels of corn were better than money for him. Father fastened a bar to one side of the fireplace. This bar was fastened so it could swing back or forth over the fire. At the end of the bar there was a great hook. The bar with the hook on it was called a crane. Mother could hook her cooking pot on the crane and leave it over the fire as long as she wanted to. When the meat was cooked, she could push the crane back. The meat would keep hot as it hung near the fire, but it would not cook any more.

117

Questions:

1. What is a chimney witch?
2. What was the most important thing about building a chimney?
3. What did the men do to the chimney?
4. Where did the smoke go?

No. Errors _____

Accuracy (Errors based on mistakes in word recognition. Do not count repetitions, insertions. Go 2-3 levels above first failure)

95% - 6 errors Pass _____

Fail _____

Time: Silent _____ Oral _____

Notes:

ONCE UPON A STORY TIME, 3rd Reader

Lyons-Carnahan Publishers

STUDENT: DATE: EXAMINER:

Silent (Do not give help on difficult words) **Oral** (Use standard marking procedures)

pp. 136-137 This is a story about a picnic in Yellowstone National Park. While Butch and Jim were washing their dishes something interesting happened to the rest of their food. Can you imagine what it was? Let's read and find out.

p. 138

Butch and Jim wanted to have a picnic near 9
the lake. They made sandwiches and got 16
other things ready for the picnic. "It 23
will take us less than half an hour to 32
get to a good place," said Jim's father 40
"The mountains and lake will be beautiful 47
at this time of day." Before the half 55
hour had passed, the picnic lunch was 62
spread out. Then three hungry people 68
began to eat. "I will always remember 75
this picnic," said Butch. "We have both 82
the lake and the mountains to look at 90
while we eat." "Those white clouds in 97
the blue sky are pretty, too," said Jim. 105
Just then the boys saw a man and a woman 115
on horseback. Jim said that the next 122
time he came to visit Yellowstone National 129
Park he hoped that he could ride horseback 137
too. The man heard what Jim said. "Would 145
you boys like to ride my horse?" asked the man. 155

Each boy was very happy when he had his 9
turn to ride the horse. Then, after the 17
boys said good-bye to their new friends, 24
they went down to the water to wash the 33
few picnic dishes they had used. Mr. 40
Wise went with them. "After we wash the 48
dishes," Mr. Wise said, "we will put the 56
rest of our food back into the lunch 64
basket." But there was not going to be 72
any food left to put away. While the 80
dishes were being washed, two bears came 87
out of the woods. They smelled the food 95
so they went over to it. In about three 104
minutes the food was gone. The bears had 112
almost finished eating when Butch saw 118
them. At first he was so surprised he 126
could only stare. Then he turned to Mr. 134
Wise. "Oh, look!" he said softly. "Look 141
at those bears eating our food. Shall we 149
shout and make them go away?" 155

ONCE UPON A STORY TIME (Continued)

Questions:

1. Where did Butch and Jim want to have a picnic?
2. How long did it take before they were ready to eat?
3. Why did Butch say he would remember this picnic?
4. Who were on horseback?
5. What did the man hear Jim say?
6. What do you think will happen?

No. Errors: _____

Accuracy (Errors based on mistakes in word recognition. Do not count repetitions, insertions. Go 2-3 levels above first failure.)

95% - 8 errors Pass _____

Fail _____

Time: Silent _____ Oral _____

Notes:

MEETING NEW FRIENDS, 4th Reader

Lyons-Carnahan Publishers

STUDENT: DATE: EXAMINER:

Silent (Do not give help on difficult words) **Oral** (Use standard marking procedures)

p. 180 This is a story about the making of glass in New York City. Gerrit, a young boy, wanted to trade skins for glass panes. Read to find out more about the trip to the shop in Glassmaker's Street.

Glassmaker's Street. Long ago New York City was only a very small trading-post village. One of its grassy little paths went by the name of Glassmaker's Street. That was because glassmakers worked along this path. Shop owners and their helpers made glass bottles and windowpanes.

Among the men who worked at glassmaking were the three Jansen brothers. The youngest of the brothers, Evert Jansen, spent most of this time cutting large round sheets of glass into small pieces. These pieces were wanted by people who could buy glass windowpanes.

One bright spring morning Evert Jansen was at work fitting windowpanes into a large frame. He was fastening pieces in place with strips of lead when the shop door opened. In walked the school teacher from a settlement on the west side of the Hudson River. With him was a nine-year-old boy. Evert put down his work. "Welcome, John," Evert shouted to the teacher. "We have been expecting you this long while."

p. 181

"Yes, I am late in coming to the village this spring." replied John. "But these fine skins we have to trade will more than make up for that. 192

"I want you to meet this boy, Gerrit, 8
who lives not far from me. This is 16
his first trip to your trading post." 23
Gerrit smiled as the schoolmaster 28
put a hand on his shoulder and said, 36
"Come, boy, speak up. Tell Evert 42
you want to have some of his glass. 50
The boy has a fine pair of beaver skins 59
to trade for a window. Perhaps that 66
one will do." 69
"I've never seen a bit of window 76
glass before this day," said the boy 83
"Our meeting house has oiled paper in 89
its window frames, but the houses 95
have wooden shutters." 98
"So you would like to have a window 106
with glass panes." said Evert. 111

MEETING NEW FRIENDS (Continued)

"Yes, said Gerrit, "For my mother.	117
When our shutters are closed against	123
the cold, the house is dark. She	130
says it makes her homesick."	135
"What do you get for glass now,	142
Evert?" asked the schoolmaster.	146
"Well, each glass pane for the	152
church brought two and a half beaver	159
skins," Evert replied.	162
As the schoolmaster looked at the	167
panes Evert had been putting into the	175
frame he said, "UM-um, mostly round else	181
only three clear panes."	185

Questions:

1. What did shop owners and helpers make in their shops along this street?
2. What did Evert Jansen do?
3. How were the windowpanes fastened into a larger frame?
4. Who visited him?
5. Did Evert Jansen know the schoolmaster? What did he say to let us know that?
6. What did Gerrit, the young boy, bring to trade?

No. Errors _____

Accuracy (Errors based on mistakes in word recognition. Do not count repetitions, insertions. Go 2-3 levels above first failure)

_____ Errors + _____ total words = _____ %

95% - 9 errors Pass _____

Fail _____

Time: Silent _____ Oral _____

Notes:

DAYS OF ADVENTURE, 5th Reader

Lyons-Carnahan Publishers

STUDENT: DATE: EXAMINER:

Silent (Do not give help on difficult words)

p. 200 This is a story about a dog who became a hero. Read to find out what he did.

Duke, A Dog Hero. During the second World War man dogs served their country in the famous K-9 Corps. As guard dogs, sentry dogs, and messengers, they did many brave acts. Some of the K-9 Corps have shown great courage since returning from the war, too.

During the war, Duke, a big German Shepherd dog, served as a sentry dog in the Pacific. Many times, Duke's sharp senses of sight, smell, and hearing had saved the men of his Company from a surprise attack. When the war was over, Duke came back to the United States, but not to the happy home and kind master he deserved. His new master treated Duke cruelly and finally turned him into the street. A kind policeman who saw poor Duke took him to an animal shelter. There he was well cared for.

One day three young brothers visited the shelter in search of a pet. When they left, Duke went with them to their home in an apartment building. At last Duke had found a home that he deserved. Each night he slept beside the bed of the oldest boy. While the boys were at school, Duke lay in the sun on the apartment porch. 214

Oral (Use standard marking procedures)

One day Duke heard cries of 6
a frightened little girl who lived in 13
an apartment building two doors away. 19
She had been exploring and had climbed 25
a rickety ladder to an opening in the 34
roof of the third floor porch. When 41
she started down the rickety ladder 47
again, her feet slipped and she could 54
not find the top rung of the ladder. 62
She was clinging to the sides of the 70
opening, with her feet dangling ten 75
feet above the porch floor. 81
Duke jumped up and raced down 87
his own stairway. First he had to 94
scale a fence that was fourteen feet 101
high, then another which was fifteen 107

DAYS OF ADVENTURE (Continued)

feet high. He ran up to the third floor	116
and climbed the rickety ladder.	121
Ever so gently, Duke opened his	127
jaws wide and took the little girl's	134
feet, one at a time, in his strong,	142
white teeth. He guided her feet to	149
the rungs of the ladder. Then, as the	157
child climbed down, he moved slowly	153
below her as if to protect her from	171
falling.	172
When people of the neighborhood	177
heard what Duke had done, the German	184
Shepherd dog was called a hero.	190
Everyone talked of his courage and	196
let the dog know what they thought of him.	205
And, of course, Duke was happy because	212
friendship is the greatest reward a hero	219
can receive.	221

Questions:

1. What did Duke do during the second World War?
2. What was the purpose of having dogs in a K-9 Corps?
3. Did Duke like his new master after the war?
4. What did his master do to him?
5. Where did the policeman take him?
6. Who then became his master?
7. What did Duke do while the boys were in school?

No. Errors: _____

Accuracy (Errors based on mistakes in word recognition. Do not count repetitions, insertions. Go 2-3 levels above first failure.)

_____ Errors + _____ total words = _____ %

95% - 11 errors Pass _____

Fail _____

Time: Silent _____ Oral _____

Notes:

STORIES TO REMEMBER, 6th Reader

Lyons-Carnahan Publishers

STUDENT: DATE: EXAMINER:

Silent (Do not give help on difficult words)

pp. 181-182 This is a story about the Pony Express. The Pony Express was used to carry mail in the days before trains and airplanes started on the job. Read this article to see how the Pony Express did its mail-carrying job.

Riders From the West. On the same day the first Express rider left St. Joseph, Missouri, another rider started from Sacramento and traveled east. Each man covered from 75 to 125 miles. These riders maintained a speed of about eighteen miles an hour. The first eastbound rider covered his first twenty miles in just fifty-nine minutes. The original mailbag, containing the President's message, was delivered to its destination in only nine days and twenty-three hours. Depending on the kind of region covered, horses were changed each ten, fifteen, or twenty miles. Horse tenders at some relay stations would see the riders coming while they were a mile or two away. By the time the rider arrived, the tender had a fresh mount saddled, bridled, and waiting. Up would come the rider at full gallop, pull his tired beast up short, leap to the ground, transfer his saddlebags, and buckle them on, and go on his way. Often he did not stop long enough to take a drink of water. Two minutes were allowed for a stop, but often half that time was enough. Gala scenes marked the end of the first run, as they did its beginning. Bells clanged, whistles blew, and men shouted. 204

Oral (Use standard marking procedures)

Business was at a standstill. When 6
a panting horse and its rider dashed 13
into the streets of Sacramento, they 19
were almost mobbed. Stopping only 24
a few moments to toss off the Sacramento 32
mail, the rider hurried aboard 37
a steamer headed down the river to 44
San Francisco. San Francisco was 49
reached in the dead of night; but as 57
soon as the steamer's whistle signaled 63
its approach, the city came awake 69
as though by magic. People dressed 75
quickly and came running down to the 82

STORIES TO REMEMBER (Continued)

wharf. Whistles screeched a welcome.	87
With its bell clanging, a fire engine	94
dashed madly out to escort the Express	101
rider to the post office. The Pony	108
Express rider had no special uniform.	114
Usually he was clad in a deerskin	121
hunting shirt, cloth trousers, high	126
boots, and soft felt hat. A large	133
handkerchief protected his neck from	138
sun or flies. He carried a sheath	145
knife and a pair of Colt pistols.	152
The saddlebag used by the rider was	159
called a mochila. It had openings	165
which made possible a snug fit over	172
the horn and tree of the saddle and	180
yet allowed removing without delay.	185
The mochila had a pocket in each of	193
its corners – so that there were two	200
pockets in front of the rider's	206
legs and two behind. The pockets	212
were securely locked.	215

No. Errors _____

Accuracy (Errors based on mistakes in word recognition. Do not count repetitions, insertions. Go 2-3 levels above first failure.)

_____ Errors + _____ total words = _____ %

95% - 11 errors Pass _____

Fail _____

Time: Silent _____ Oral _____

Notes:

INFORMAL SCIENCE READING INVENTORY

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NAME _____ GRADE _____ DATE _____

Remember, in content area reading, to have student do silent re-reading for the comprehension check.

READABILITY LEVEL 2.5

If you are like most people, you do many of the things a scientist does, but you do not do them as well. A scientist is trained to observe or look at things carefully. He experiments. He tries things out to see how well they work. He may have an idea for a new kind of airplane wing. He will read about airplanes. He will talk to people about airplanes. Then he may make a drawing of the wing he wants to build. He may then make a model airplane using the new wing. After trying it out, he may then build a plane using his new wing and try it out.

A scientist keeps careful records of this work. In that way he can tell where he made mistakes. He can also use it to tell others about his work. Do you watch things closely? Do you make notes of your work? Do you try things out and change them after trying them out? If you do, who are you like?

Draw a line under the best answer.

1. When you try something out for the first time you are

   observing experimenting recording

2. Most scientists have been trained to

   fly record build

3. A new airplane wing begins with

   a model an idea an experiment

4. A scientist's records tell him

   what he will do what his mistakes were what he should do

READABILITY LEVEL 3.5

A scientist may work in a laboratory. That is a place where experiments take place. Some of these are controlled experiments or ones that are done in different ways. Both ways are almost the same, but there is one thing that is different. Suppose you want to know how light changes the growth of a certain kind of plant? Then you need two of the same kind of plants. They would have to be of the same age and size.

The dirt they grow in would have to be the same. Both would have to have the same amount of water. The temperature of the room in which they grow should be the same for both. Then you would change one thing. One plant would get more light than the other plant. You would watch them carefully and keep notes to see what differences happen between the plants. You would find out how light changes the growth of that kind of plant.

Draw a line under the best answer.

1. How many things are different in a controlled experiment?

   one two three

2. The two plants in the experiment would not have the same amount of

   water light dirt

3. The experiment would work without

   notes water temperature control

4. The experiment would be best done with how many plants?

   two four eight

READABILITY LEVEL 4.5

A tiny drop of water holds many little plants called bacteria. Bacteria are so small that they cannot be seen by the naked eye. Bacteria are not only found in water. They are found almost everywhere. They are in the ground, in the air, and on our bodies. You are housing millions of bacteria right now. Some are on your skin while others are inside your body. Most of the bacteria in your body are harmless and some of them are needed for good health, but bacteria can also be dangerous for they can cause disease.

There are three main kinds of bacteria. They are named for their shapes. Some are rod-shaped and these are called bacilli; some are circular and are called cocci. Still others are twisted and they are called spirilli. Bacteria may be seen through a microscope which is an instrument which magnifies or makes very small things look hundreds of times larger.

Draw a line under the best answer to each question.

1. Round bacteria are called

   bacilli cocci spirilli

2. Without bacteria we would be

   healthy sickly harmed

3. A microscope makes things appear

   small tiny larger

4. Most bacteria are

   harmless good bad

READABILITY LEVEL 5.5

Trees that lose their leaves in the wintertime are said to be deciduous. In contrast to the evergreens, their leaves change color and drop away because they are no longer getting enough sunlight.

Leaves get their green color from the chlorophyll in them. This chlorophyll, in combination with sunlight, manufactures food for a tree or other leafy plant. The process by which this is done is called photosynthesis. Chlorophyll, using water, carbon dioxide, and light, manufactures the tree's food. Lacking sufficient sunlight, the chlorophyll disappears and the leaves change color and drop off and the tree rests for the winter. Without its leaves, the tree can conserve enough water to last through the season. It can live on food it conserved in spring and summer.

Draw a line under the best answer to each question.

1. What is not needed for photosynthesis to take place?

   water trees sunlight

2. What manufactures the tree's food?

   photosynthesis sunlight chlorophyll

3. From where does the leaf get carbon dioxide?

   trees water air

4. Chlorophyll disappears because of a lack of

   water carbon dioxide sunlight

READABILITY LEVEL 6.5

Three quarters of all of the animals in the world are arthropods. The arthropods are invertebrates or animals without backbones. They include insects such as — spiders and ticks, and crustaceans such as shrimp and lobsters. All these arthropods have jointed legs and all of their bodies have a hard covering or shell. Insects make up the largest group of arthropods and there are 900,000 different kinds of them. All of these species are the same in some general way and they are all different in some way. They all have bodies that are made up of three parts. These parts are the head, thorax, and abdomen. In addition to having those parts, all insects have six legs and most have one or two pairs of wings.

Draw a line under the best answer to each question.

1. Which of the following is not an arthropod?

   crab squid shrimp

2. All insects have

   six legs jointed legs wings

3. About what percentage of animals are arthropods?

   25 75 95

4. All arthropods have hard body coverings

   six legs jointed legs

This should be supplemented by an informal inventory in the material finally assigned to read.

SCIENCE READING DEFICIENCIES RECORD

Sometimes it is useful to keep a record of specific science reading deficiencies. An example of one such record follows.

SCIENCE READING DEFICIENCIES

NAME

DATE

GRADE

At his reading and science level the student has difficulty with the following:

1. Specialized science vocabulary
2. The classification pattern of writing
3. The explanation of a technical process
4. The problem-solution pattern
5. The instructions for an experiment pattern
6. Synthesizing
7. Drawing generalizations
8. Remembering abbreviations
9. Following the steps in an experiment
10. Shifting from word text to diagrammatic text
11. Judging the soundness of hypotheses
12. Judging the soundness of conclusions
13. Applying generalizations to other problems
14. Visualizing relationships
15. Discerning time and/or space order
16. Using the glossary
17. Other

INFORMAL MATHEMATICS READING INVENTORY

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NAME GRADE DATE

Remember, in content area reading, to have student do silent re-reading for the comprehension check.

READABILITY LEVEL 2.5

Three boys went fishing one day last week. Bill, the oldest boy caught 3 fish. Tom, the youngest boy caught 6 fish. Ed, the middle boy caught 1 fish. Then they added the number of fish caught. It came to 10. The biggest fish weighed 2 pounds. The other 9 fish weighed 8 pounds. The boys had caught 10 pounds of fish in one morning. That was a lot of fish for them to catch. The boys took the fish to the store. There they sold them. The owner of the store gave them one dollar for the big fish and two dollars for the other fish. They thought that was a lot of money.

Draw a line under the best answer to each question.

1. The boy who caught the most fish was

   Tom Ed Bill

2. The biggest fish weighed

   1 pound 2 pounds 10 pounds

3. How much did the boys get for the fish?

   2 dollars 3 dollars 10 dollars

4. The boy who caught one fish was

   Ed Bill Tom

READABILITY LEVEL 3.5

Bill knew how to add and subtract. He used these skills in counting change when buying things at the store. Bill knew that a quarter and a dime added up to 35 cents. Bill knew that a quarter, a dime, and a nickel added up to 40 cents. When Bill gave a storekeeper a dollar to pay an 85 cent bill, he expected to get 15 cents back. Today the teacher gave Bill some problems to do at home. She told him to get 5 pennies, 5 nickels, 5 dimes, 3 quarters and 3 half dollars.

Use in solving the problems shown below.

1. What 3 coins total 40 cents?
2. What 3 coins total 60 cents?
3. What 5 coins total 14 cents.

Bill divided his change into piles. After trying several different combinations, he found that a quarter, a dime, and a nickel was the answer to the first problem. Two quarters and a dime was the answer to the second one. One dime and four pennies was the answer to the third problem. Bill was pretty good in arithmetic.

Draw a line under the best answer.

1. To do the problems Bill had to

   add subtract multiply

2. How many combinations did Bill try before he solved the first problem?

   one two three

3. Bill knew how to

   divide subtract multiply

4. How many piles of coins did Bill make?

   three five seven

READABILITY LEVEL 4.5

Bill had to measure a table but he did not have a ruler, yardstick, or a tape measure. He thought about the problem. Then he remembered that his garage window is exactly three feet wide so he cut 2 sticks the width of the window. He put the two sticks on the table, but there was still some distance not covered. He then got a roadmap and found the scale of miles on it. On this scale one inch equals 10 miles. The scale was six inches long so he took a stick and marked it off in inches. He then measured the distance from the two yardsticks to the end of the table. He found that the table was 75 inches long or 6 feet 3 inches long.

This afternoon Bill is going to town and buy a tape measure.

Draw a line under the best answer to each question.

1. How long was the table?

   2 yards 5 inches 3 feet 6 inches 6 feet 3 inches

2. On the roadmap 6 inches equaled?

   6 miles 60 miles 5280 feet

3. Put together, the 3 sticks were how long?

   75 inches 72 inches 78 inches

4. The easiest way to have measured the table length would have been with a

   ruler yardstick tape measure

READABILITY LEVEL 5.5

Bill and his father were planning a trip. Their cottage, near the river, was 240 miles away. They estimated that if they left home at 1:00 p.m. they could be at the house by 5:00 p.m. They could have the car unloaded by a quarter of six and walk the eighth of a mile to the river in 5 minutes. There they would fish until 8:30 and then go back to the house for, hopefully, a fish dinner.

The cottage lacked a water supply. They would take water with them. They estimated that they would need 30 gallons for 3 days. Since a pint of water weighs a pound, the water alone would weigh 240 pounds plus the weight of the containers. Bill and his father were careful planners.

Draw a line under the best answer to each question.

1. How many miles an hour did they plan to average for the trip?

   45 60 70

2. How much does a gallon of water weigh?

   10 lbs. 8 lbs. 5 lbs.

3. About how many feet was the house from the river?

   50 700 1000

4. Bill and his father's walking speed was

   slow average fast

READABILITY LEVEL 6.5

With inflation hurting the family budget, Mr. Jones decided to plant a family garden so he hired a man to plow up part of the back yard. It took the man two hours to plow a section 100 feet by 100 feet. The man was paid $3.00 an hour. Mr. Jones paid $5.00 for fertilizer and $3.00 for seeds and young plants. He also bought wire fence to go around the garden. The fence cost him 5¢ a foot. He took half a day off from work to put up the fence and that cost him $20.00. When he finally had the garden planted he asked his wife how much she spent on vegetables last summer. She told him that from June to September her vegetable bill was $185. Was Mr. Jones beating inflation by having a vegetable garden?

Draw a line under the best answer to each question.

1. When the fence was up it had cost Mr. Jones about

   $20.00 $40.00 $185.00

2. About how much will Mr. Jones save on vegetables if his garden supplies them for the summer?

   $10.00 $100.00 $200.00

3. How long did it take the man to plow 10,000 feet?

   2 hours 2 days 2 weeks

4. How much did Mr. Jones earn per hour?

   $1.00 $5.00 $10.00

This should be supplemented by an informal inventory in the material finally assigned to read.

MATHEMATICS READING DEFICIENCIES RECORD

As the students are reading mathematics materials the teacher may want to observe them and record their mathematics reading difficulties. The check sheet that follows is one type of record that is useful in planning corrective work.

MATHEMATICS READING DEFICIENCIES

NAME

DATE

GRADE

At his reading and mathematics level the student has difficulties with the following:

1. Familiar words with specialized mathematics meaning
2. Specialized mathematical terminology
3. Terms that have multiple mathematical meanings
4. Translating symbols into words
5. Getting an overview of the problem
6. Paraphrasing problems
7. Visualizing relationships

Reading combinations of words and symbols

1. Anticipating authors' wishes
2. Translating generalized statements
3. Phasing out information as it is not needed
4. Recognizing the structure of problems
5. Listing the operations needed to solve problems
6. Ordering the elements of problems
7. Reading tables
8. Reading graphs
9. Deleting extraneous information
11. Estimating answers to problems
11. Inferring required processes
12. Other